CURRICULUM INSTRUCTION AND ASSESSMENT

The use of video from outside sources (i.e., DVDs, videotapes, streaming video, YouTube, etc.) can effectively promote student learning in the classroom when used to enhance instruction. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). When using video, researchers have suggested that students’ focus wanes after 10 minutes of passive viewing (Adams and Hamm, 2001).

While videos can enrich educational experiences, educators must be conscious of time constraints on a student’s ability to attend and process visual media (Schulz, 2006).

When using of these types of media all of the following conditions must be met:

a. Copyright laws must always be followed.
b. Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
c. The video must be previewed by the instructor prior to classroom use.
d. Video that is used in a lesson should be documented in the lesson plan.
e. Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
f. Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor.

A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

